



NEED QUALITY EDUCATION IN THE 21ST CENTURY - ROLE OF THE SECONDARY EDUCATION TEACHERS

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ABSTRACT

Manifestation of education is the key to maximization of human welfare. Education plays a major role in bringing together social, economic and political systems which are responsible for national development. Effective teaching in the educational system helps all individuals to contribute to national development. Teaching is directly connected with the future students and today's students are must responsible for tomorrow society. In the 21st century quality of education is a challenging one for the future generation. The purpose of the present study is to find the impact of the classroom climate and teaching effectiveness for the quality of higher secondary schools in Salem district in Tamilnadu. Secondary education is essential for the development of the country. It must therefore, be relevant to the changing needs of the society. Normative survey method is used in this present study. As a whole the investigator selected 48 schools, 325 higher secondary teachers. Teachers have always played a pivotal role in the society. The destiny of the nation is being shaped in our classrooms, children being our future nation builders. Therefore, the teachers have a great responsibility in molding the character of children by giving quality education in the school. From the study the investigator finds most of all teachers have positive attitude towards their teaching, it will illumine the quality teaching. Let us conclude that Quality cannot be improved by itself. It requires reforms in teacher training institution and improvements in the facilities and infrastructure in schools. To sum up, the dream of quality education can become a reality only when quality inputs are introduced and implemented at school level.

KEYWORDS: Effective teaching, Quality education, Secondary, Teachers, Positive attitude, Inputs.

INTRODUCTION

Education is an indispensable need of mankind. It aims at educating the masses to become better citizens and more useful members of society. Manifestation of education is the key to maximization of human welfare. Education plays a major role in bringing together social, economic and political systems which are responsible for national development. Education is associated with the quality of life, related to production and inter – related with the promotion of social and national integration. No doubt quality of life is dependent upon the potential of education which enhances the spirit of quality improvement. Teachers play an important role for effective functioning of the education system. Effective teaching in the educational system helps all individuals to contribute to national development. No nation exceeds the stature of her teachers. Due to globalization quality assurance has become a demand of the clientele.

QUALITY OF SECONDARY EDUCATION

Secondary education serves as a link between the elementary and higher education, and plays a very important role in this respect. A child's future depends a lot on the type of education she/he receives at the secondary level. Apart from grounding the roots of education of a child, secondary education is instrumental in shaping and directing the child to a bright future. Secondary education helps to transform the society. It must, therefore, be relevant to the changing needs of the society. It has to take note of the rapid scientific and technological advancements and the emerging development and trends in the changing scenario of the world both at the national and global level. At the same time, it must be of requisite quality. Quality, in fact, is basic to the future development of secondary education.

When we are entering in 21st century, no school or parent can afford to take risk of allowing the future citizens to be in the hands of low quality teaching staff, monotonous and non-creative teacher's leadership, non-stimulating classrooms, unchallenging educational programmes and setup. Now it is the time to hunt out alternate methods/means of teaching and practices to enable the children to find learning interesting and challenging to attempt to. The unhealthy race of quantitative achievement ideology of over emphasizing product needs to be replaced by the qualitative appreciation of process aspect through brain storming as only cognitive achievement will not fulfill the ultimate objective of education.

SOME ISSUES IN SECONDARY EDUCATION

- Education should be life oriented
- Education should sharpen thinking
- Over populated classrooms with poor infrastructure
- tension and burden of the Examination system
- Communication of information is a time honored tradition.
- Guidance and Counseling
- The absence of moral values among the students

TEACHERS

Teacher, Guru, Us tad is not only a person but also a symbol of God, of Truth, of Purity and of Beauty. Ancient India has revered teachers as Almighty, the Param Brahma. 'He is the creator, the preserver and the Destroyer. He creates ideas and ideals. He preserves the sense of truth, justice and fair play. He destroys evil, both

intention and deeds. Though with the passage of time the modus operation of 'teaching' has changed, the teacher till date has essentially remained the same. Teachers are the most important force to boost the quality of secondary education. Any amount of other inputs may become redundant if the teachers lack the necessary ability and competence to use those inputs efficiently and effectively. Professionalization of teachers is, thus, 'sine qua non' to raising the quality of secondary education. No programme to improve the quality of secondary education shall succeed if teachers are not properly trained and made responsible. The curriculum of secondary teacher education has, thus, to be more dynamic and responsible than even the curriculum for secondary schools. A living and relevant teacher education programme will have to be the hallmark of the 21st Century.

Teachers have always played a pivotal role in the society. The duty of the nation is being shaped in our classrooms, children being our future nation builders. Therefore, the teachers have a great responsibility in molding the character of children by giving quality education in the school. According to Patanker (1999), teachers shape the destiny of the nation in the classroom. They develop societies, indicate the path of progress to the nation, and sustain the human aspects of existence. They nurture and cultivate humanistic, ethical and moral values among pupils. To technological progress and new visitors of knowledge resulting from scientific innovations, the role of teachers is assuming new dimensions. As a consequence, the future of the society totally depends on the human resources developed by the teachers.

Attitude of the teachers

Education also changes with the demand and expectations of the society. Teacher is an active agent of social change. Teaching is very noble and pious profession. It directly connected with the future of the students and today's students are the responsible citizen of tomorrow. So they must get good education in schools and colleges. They are very much attached with their teachers. Teachers are the role model of the students. Teaching profession differs from other professions. So the teacher should be a friend, philosopher and guide. Teachers' belief, views and their attitudes affect their teaching and behaviour with the students. The teachers think of and their job satisfaction, their expectation from the job all such things affect their work. All the years of education are very important for the students

TOP 10 CHARACTERISTICS OF A QUALITY SCHOOL

- Attitude of the Office Staff
- Attitude of the Principal
- Mix of New and Veteran Teachers
- Student-Centered Attitude With Core Values
- Mentoring Program
- Departmental Politics Kept to a Minimum
- Faculty is Empowered and Involved
- Teamwork amongst the Faculty
- Communication Is Honest and Frequent
- Parental Involvement

NEED, SCOPE AND SIGNIFICANCE OF THE STUDY

In the 21st century quality of education is a challenging one for the future generation. The purpose of the present study is to find the impact of the classroom climate and teaching effectiveness of the quality of higher secondary schools in Salem district in Tamilnadu. This study would also provide some guidelines for teachers to increase their role as administrators to create positive classroom climate. Teaching effectiveness is one of the important indicators for improving quality in the schools. It is impossible to achieve the quality without having a positive attitude and excellent teaching skills. Thus the investigator selected this indicator and assessed these indicators in 48 higher secondary schools of Salem district to know the quality of education. The scope of this study is to assess the quality of Higher Secondary schools in Salem district by finding through this indicator teaching effectiveness. Attitude of Teachers is the one of the component of Teaching Effectiveness.

STATEMENT OF THE PROBLEM

India needs multi-dimensional and broad based quality education in the 21st century. Secondary education is essential for the development of the country. It helps to transform the society. It must therefore, be relevant to the changing needs of the society. Therefore India should show her concern over the quality in education. The present title is **Need quality education in the 21st century - Role of the secondary education teachers.**

RELATED STUDIES

Shah ad (2007) identified three categories of indicators: input indicators, process indicators and output indicators for quality education. In put indicators consists on following steps: Financial, Physical and Manpower resources. Financial resources generally mean expenditure per student. Physical resources are the provision of such facilities as laboratories, libraries, classrooms and the access to required materials and equipment's. Manpower or human resources include the personnel of different kinds as provision of staff and admission of students.

N. Mohan & J. Ashok (2011) conducted a study on "Organizational climate and attitude of teachers a co-relational study" The present study is an attempt to find out the prevailing organizational climate in the secondary school of TamilNadu and the impact of this climate on the attitude of the teacher towards the teaching profession. the results, it is hoped can be used to interpret the nature of the human relationship in the educational institutions and the utilization of physical and human resources in the existing system of secondary education in the state

Cunningham Melinda. (2007) studied on "Educator attitudes to works the appropriateness of TQM." - A survey of elementary and middle school administrations and faculty. The objective of this study was to determine the perspectives of elementary and middle school educator on the appropriateness of TQM in education and to what degree do elementary and middle school educators support the core constructs of TQM. The study found out there is variance in the attitudes of educators at elementary and middle school grade levels.

SAMPLE OF THE STUDY

Normative survey method is used in this present study. As a whole the investigator selected 48 schools, 325 higher secondary teachers. The stratification of schools are based on type of management (Government / Government aided/ Matriculations), locality (rural and urban) sex enrolment (boys / girls / Co-education) and different core groups (Arts, Science & Computer science). Also the sample for the study consists of all the teachers (those who are handling class for XII standard) – both male and female from the selected 48 higher secondary schools.

TOOLS USED FOR DATA COLLECTION

Classroom Climate Scale and Teaching Effectiveness (CCS) Questionnaire are modified and adopted to the present study in order to identify the quality of schools at higher secondary level in Salem district. The Tools are used in both English and Tamil version for the present study. By keeping the various objectives and purposes of the study in mind, the investigator herself constructed the tools for collecting data and it is standardized by using pilot study.

DATA PROCEDURE AND STATISTICAL TECHNIQUES

The tests are administered to a sample of 325 teachers from 48 schools, with the consent and co-operation of the school authorities. Out of 325 teachers, 98 were male teachers, 227 were female teacher. Necessary instructions are given to the respective sample as how they should give their responses. The data gathered was scored and processed. The collected data are analyzed using appropriate statistical techniques. Percentages analysis is calculated and finds the solution for the problems.

OPINION OF THE TEACHERS ABOUT CLASSROOM CLIMATE**Statement No. 1****Encouragement by colleagues in teaching activities**

Teachers should be sociable with their colleagues and the public. It is possible to be strict and at the same time friendly with the students. Authors like; Mary Parker Toilett and Elton Mayo highlighted: human relations as the key role of every organization.

Type of school	No of teachers	% of Teachers Reported	
		Yes	NO
Government	137	92.70	7.29
Government Aided	40	95	5
Matriculation	97	94.8	5.15
Corporation	31	90.32	9.6
CBSE	20	100	-----

From the above table the investigator found that most of the teachers in Higher Secondary Schools at Salem are encouraged by their colleagues in teaching activities.

Statement No. 2 Enjoying teaching profession

"By learning you will teach, by teaching you will understand", Latin proverb. Teachers must enjoy their teaching

Type of school	No of teachers	% of Teachers Reported	
		Yes	NO
Government	137	85.40	14.59
Government Aided	40	97.5	2.5
Matriculation	97	98.9	1.03
Corporation	31	95.45	3.22
CBSE	20	100	----

From this table it is clear that majority of the teachers are enjoying their teaching profession.

Statement No. 3 Opinion of the teachers to teach low achievers

Teachers should have commitment to work hard and unselfishly. According to swami Vivekananda "The true teacher is he who can immediately come down to the level of the students, and transfer his soul to the student's soul and understand through his mind. Such a teacher can really teach and none else

Type of school	No of teachers	% of Teachers Reported	
		Yes	NO
Government	137	94.47	5.53
Government Aided	40	75.00	25
Matriculation	97	80.42	19.58
Corporation	31	67.75	32.25
CBSE	20	50	50

From this table it is understood that most of the teachers in Higher Secondary Schools at Salem have interest or dedication to teach the low achievers.

Statement No. 4 Lose their temper with students for their wrong answers

"An effective teacher challenges their students" one of the qualities of a teacher is daring to think along unconventional lines when faced with new situation. They must answer to their question in positive way.

Type of school	No of teachers	% of Teachers Reported	
		Yes	NO
Government	137	7.07	92.93
Government Aided	40	40.20	59.80
Matriculation	97	50	50
Corporation	31	19.35	80.65
CBSE	20	35	65

From this table it is clear that Government Aided and matriculation teachers alone lose their temper with students for their wrong answers in the classroom when compared to Government, Corporation, and CBSE Schools in Salem.

Statement No. 5 Teachers are afraid of student's questions

An effective teacher challenges their students.

Type of school	No of teachers	% of Teachers Reported	
		Yes	NO
Government	137	4.37	95.63
Government Aided	40	15	85
Matriculation	97	20.61	79.39
Corporation	31	61	39
CBSE	20	-----	100

From this table it is found that 100% of CBSE and 95.63 % of Govt. Higher Secondary School teachers expressed that they are not afraid of critical questions asked by the students in the classroom. The same is expressed by 85% of Government aided Higher Secondary school teachers, 79.39% of Matriculation Higher Secondary school teachers, and 39% of Corporation Higher Secondary school teachers respectively.

It can be concluded that more than 90% of CBSE and Government Higher Secondary school teachers opine that they are not afraid of the critical question of the students, when compare matriculation, government Aided and Corporation Higher Secondary school teachers.

Statement No. 6 Teachers feel that generally students are good

Type of school	No of teachers	% of Teachers Reported	
		Yes	NO
Government	137	94.16	5.83
Government Aided	40	90	10
Matriculation	97	94.84	5.15
Corporation	31	100	-----
CBSE	20	100	-----

From the above table reveals that 100% of corporation and CBSE Higher Secondary school teachers stated that generally students are good. The same opinion is expressed by 94% of government, 94.84% of matriculation and 90% of government aided Higher Secondary school teachers respectively.

It can be concluded that more than 90% of Higher Secondary school teacher's opine that generally students are good; the prime duty of the teacher should maintain proper Psycho – social climate in the classroom. They must feel that generally students are good.

Statement No. 7 Classroom teaching will not be useful for one's life.

According to John Dewey, "Education is not preparation for life. Education is life itself"

Type of school	No of teachers	% of Teachers Reported	
		Yes	NO
Government	137	16.78	83.22
Government Aided	40	32.5	67.50
Matriculation	97	39.17	60.83
Corporation	31	48.38	51.62
CBSE	20	10	90

From the table it is noticed that most of the teachers feel that classroom teaching is useful for one's life.

Statement No. 8 Teaching profession is greater than any other jobs.

Teaching is really a noble profession than all other professions.

Type of school	No of teachers	% of Teachers Reported	
		Yes	NO
Government	137	100	----
Government Aided	40	95	5
Matriculation	97	93.81	6.18
Corporation	31	100	-----
CBSE	20	100	-----

From this table it is clear that most of the teachers are thinking that teaching profession is greater than any other job in the society.

Statement No. 9 First generation learners have limited knowledge

First generation students can come from families with low income or middle income or from families without a college going tradition.

Type of school	No of teachers	% of Teachers Reported	
		Yes	NO
Government	137	25.54	74.46
Government Aided	40	27.5	72.50
Matriculation	97	24.74	75.26
Corporation	31	29.03	70.97
CBSE	20	30	70

From the table it is understood that 75.26% of matriculation Higher Secondary

school teachers stated that first generation learners have adequate knowledge than others. The same opinion is given by 75.46% of government, 72.50% of government aided, 70.97% of corporation and 70% of CBSE Higher Secondary school teachers respectively.

It can be concluded that nearly 70% of Higher Secondary school teachers opine that the first generation learners have adequate knowledge.

Statement No. 10 Teaching is essential for getting marks in the examinations.

It is obvious that exams are necessary because they may measure pupils' abilities and how much they have learned. They should be optimistic towards examinations.

Type of school	No of teachers	% of Teachers Reported	
		Yes	NO
Government	137	98.54	1.45
Government Aided	40	100	-----
Matriculation	97	98.9	0.72
Corporation	31	87.09	12.9
CBSE	20	95	5

From this table it is clear that all the teachers think that the teaching is very essential for the students getting more marks in the examination..

DISCUSSION

Effective classroom climate in teaching is essential for imparting education. It needs good planning, good personality of a teacher (ie) voice, gesture, posture, interaction with the students, and good communication. A teacher should know his subject in depth. He should fix aims and objectives. A good teacher knows about his students. This effective classroom climate is possible when it is a two way process.

From this statement number 8 the present study clearly states that 100% of teachers are thinking that teaching is really a noble profession and from the statement number 2. Nearly 95% teachers are enjoying teaching profession and also from the statement number 1, 90% of majority of the teachers are encouraged by their colleagues in teaching activities. The above result was supported by the earlier study organizational climate have higher job involvement than those in close organizational climate. Also Ponitz (2010) highlighted the feature of well organized classroom and their implications are good for leadership. Jill Reese (2007) in his article focused the 4 CS if successful, classroom management are communication with one another, content knowledge and enjoying their teaching, it will create a successful environment and prevent problems in the classroom. The concept was also supported by an earlier study on the Relationship between organizational climate and job involvement of administrative staff in college (OushuHai 2000). The present study revealed that there is no significant difference among the different type of schools in their perception of classroom climate. The same result was supported by IlyanHersian in his study on "job satisfaction of teachers and organizational climate".

CONCLUSION

"All teaching is goal oriented and such a goal is always learning" John Dewey, perhaps in this sense compared teaching to selling commodities reports Prof N.S. Mavi of Kurukshetra University. He explaining this view "No one can sell unless someone buys, we should laugh at a merchant who said that he had sold many goods although no one had bought any. Still there may be teachers who think that they have a good day's teaching irrespective of what pupils have learned." There is no doubt that all teaching aims at producing learning. An act of teaching becomes meaningful in so far as it generates learning.

"The destiny of the nation should be shaped in the classroom" –Kothari commission. The investigator finds most of all teachers have positive attitude towards their teaching, it will illumine the teaching learning process in the classroom. There is an important need to develop some continuing orientation programs for teachers. It will improve the good classroom climate and maintain quality in the schools. Quality cannot be improved by itself. It requires reforms in teacher training improvements in the facilities and infrastructure in schools, teacher's motivation and a change in the style of teaching to inspire to the students.

To sum up, the dream of quality education can become a reality only when quality inputs and quality education are introduced at school level.

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